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ABSTRACT

This document is one in a series of monographs aimed at providing a narrative summary of ideas and thoughts gathered from particular community segments represented in a series of mini-conferences held to discuss the concept of collaboration in career education. In this monograph, the career education activities of the National Federation of Business and Professional Women's Clubs (BPW) are discussed. First, an overview of the BPW organization is presented. Next, the BPW national programs directly related to career education are reviewed, and examples of local BPW club activities in career education are examined. Finally, ways of increasing the collaboration of BPW in career education are suggested, based upon ideas expressed by participants in the mini-conferences. Appended are lists of mini-conference participants and of related issues and questions generated in the mini-conference. (The proceedings of each mini-conference are reported in detail in ERIC documents CE 020 110-111.) (BM)

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MONOGRAPHS ON CAREER EDUCATION

THE NATIONAL FEDERATION OF BUSINESS AND PROFESSIONAL WOMEN'S CLUBS AND CAREER EDUCATION

by

Kenneth B. Hoyt
Office of Career Education
Office of Education

August 1978

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Preface

During the period covering November 1977, through May 1978, OE's Office of Career Education sponsored, through a contract with Inter-America Research Associates a series of mini-conferences devoted to the general topic of of The Concept of Collaboration in Career Education. This monograph is one in a series of OCE monographs aimed at providing a narrative summary of ideas and thoughts gathered from particular community segments represented in this series of mini-conferences.

Participants in each mini-conference associated with a particular segment of the broader community were selected for OCE and Inter-America Research Associates by the organization itself. Lists of all participants whose thoughts are summarized in this monograph are presented as Appendix A of this monograph. It is important to recognize that, while participants are properly thought of as *representatives* from the particular community segment involved, they are, in no way, to be thought of as *representing* that community segment. That is, each participant was encouraged to speak only for herself/himself. No formal organizational or institutional commitment was sought nor should be inferred from the contents of this monograph.

In general, each mini-conference involved from 10-15 participants. Each lasted two days with the discussion sessions chaired by the Director, Office of Career Education, USOE. Participants in each mini-conference developed their own agenda through a process that asked them to list topics or issues they thought pertinent to discuss. Once such a list was developed, participants then picked those that appealed most to a majority of the participants for extended discussion. The list of issues and questions, themselves, provide a series of interesting insights into concerns of participants regarding their organizations and career education. A complete listing of the issues and concerns raised by participants in the mini-conference reported in this monograph appears as Appendix B. Readers are urged to study this list carefully.

Notes for each mini-conference were taken personally by the Director, Office of Career Education. Based on such notes, the series of monographs of which this is one has been prepared. The complete notes for each mini-conference have been compiled by Inter-America Research Associates and published as a separate document. Limited copies of this document are available, as long as the supply lasts, to those requesting them from OE's Office of Career Education.

No pretense is made that this monograph represents a comprehensive treatment of the topic. There is no way that, in only two days of discussion, a comprehensive coverage could have been accomplished by the small group of participants involved. This monograph is properly viewed as an attempt to report, as fully as possible, the discussions that took place. By and large, the contents of this monograph are limited to ideas and thoughts of the participants. At times, some of my own personal thoughts and opinions are interwoven into the discussion, but the natural temptation to do so has been resisted insofar as possible.

Primary expressions of thanks for this monograph must go to the participants themselves who donated two full days of their time, without an honorarium, to sharing their thoughts with me and, through this monograph, with you. In addition, special thanks and recognition must be expressed to Dr. William Mermis Professor, Southern Illinois University-Edwardsville, who served as Consultant to Inter-America Research Associates and assisted me in the conduct of these mini-conferences. Finally, thanks are also due Dr. Brady Fletcher and Ms. Odie Esparza of Inter-America Research Associates for their expert logistical assistance.

Kenneth B. Hoyt, Director
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Introduction

The concept of viewing the National Federation of Business and Professional Women's Clubs, Inc. (BPW) as a full and active partner in a community career education effort represents an ideal example for collaboration in career education. While theoretically ideal, to think of such a relationship as common practice at the present time is, to say the least, idealistic. There are a number of practical problems to be faced and solved before BPW can become the potent partner in career education that is so obviously possible. The basic purpose of this monograph is to outline both the problems and potential for BPW as a partner in career education.

To do so, this monograph is divided into three major sections. First, a brief picture of the BPW structure along with a discussion of its basic goals and mission will be presented. This will be followed by descriptions of currently existing BPW program efforts directly within the domain of career education. The monograph concludes with a discussion of the possible future involvement of BPW in career education.

An Overview of BPW For Educators

BPW is the largest organization of working women in the United States. It is also the third largest women's organization in our Nation. Founded in 1919, BPW now has 165,000 members in 3,800 local BPW Clubs and in 53 State Federations, including the District of Columbia, Puerto Rico, and the Virgin Islands. All of these are tied together into the National Federation of Business and Professional Women's Clubs. The National Federation of the United States has international affiliations in 63 countries with similar organizations of business and professional women. This International Federation is in turn the largest organization of working women in the world and represents more than 250,000 employed women. An affiliated organization, established through the actions and initiative of BPW, is the Business and Professional Women's Foundation. Both the Federation and the Foundation are located at 2012 Massachusetts Avenue, N.W., Washington, D.C. 20036. The Foundation is supported by a portion of the BPW annual dues and by a combination of donations from individual BPW Club members (a minimum of $1 per year is expected from each BPW member) coupled with grants from the private sector. Many of the action programs of BPW having national impact are supported by the Foundation rather than by the Federation itself. For all practical purposes, those educators wishing to assess the impact and the potential of BPW for career education should think of BPW and the Foundation as a total effort.

Membership in BPW is open to employed women from all occupations. Thus, in a given local BPW Club, one might expect to find members who are carpenters, ranchers, electronic technicians, teachers, business executives, clerical workers, physicians, artists, and research chemists–to mention only a few examples. There is no segment of the world of paid employment barred from eligibility for membership in local BPW Clubs. Further, there is no restriction, at the local Club level, with respect to the number of employed women identified with a particular occupation who may belong. The expected occupational mix, in any given community, should, ideally, approximate the distribution of women in the labor force in that community. It is, thus, not surprising to find that, among BPW members, a significant number come from the Education profession.

Those educators who seek to understand BPW must recognize, at the outset, that it is, in no way, to be thought of as a "service club" analogous to such other local clubs as, for example, Rotary, International. This does not mean that local BPW Clubs have no interest or involvement in service activities, but only that this is not their primary mission nor the primary reason why they were formed. The objectives of BPW are "to elevate the standards for women in business and in the professions; to promote the interests of business and professional women; to bring about a spirit of cooperation among business and professional women of the United States; and to extend opportunities to business and professional women through education along lines of industrial, scientific, and vocational activities." The BPW movement was formed, and continues to exist, primarily for purposes of providing help to employed women–and women seeking to become employed–in the occupational society. BPW is committed to actions aimed at removing barriers of discrimination that have, in the past, prevented women from gaining full access to entry and opportunities for both advancement and equitable treatment by employers in the total occupational society. The goal BPW seeks, with respect to reduction of sex stereotyping as a deterrent to full freedom of educational and occupational choice for women, is entirely consistent with this same goal as expressed by those educators committed to implementing the career education concept. This, in part, is what makes BPW an ideal partner in a community-wide career education effort.

With this background of purpose, it should not be surprising to learn that the single most important priority of BPW at the present time concerns itself with the Equal Rights Amendment (ERA). The BPW provided national leadership when ERA was passed by the Congress and has continued to play a national leadership role in seeking its ratification on a State-by-State basis. The crucial importance of the ERA struggle at the present time makes it mandatory that BPW, at every level, devote a considerable portion of its energies to this issue. Those educators who, at the local level, enlist the support of their BPW

Club in the career education effort must do so recognizing that the amount of time BPW can devote to career education will be dependent on the time left after priority concerns related to ERA are attended to.

As a "women helping women" movement, BPW has historically been most concerned about providing recognition and benefits not only to BPW members but to all women. The four primary areas in which BPW efforts operate include: (a) home and family (Note: many, many BPW members are married women); (b) education of women; (c) legal status of women; and (d) career mobility for women. While these efforts are specifically nurtured by BPW members, the concern is opportunities and a better life for *all* women in a given community. The work of BPW is predicated on the philosophy that women's issues and concerns today are not limited to women. Not only are they family issues, they are social issues that affect all of society. An excellent example of this broader emphasis can be seen in the Women's Center at Whittier, California. Established through the efforts of the local BPW Club in Whittier, this Center provides professional counseling, career development skills, leadership skills, and assertiveness training. Its services are essentially free to any woman in the community and are not limited to BPW members. The BPW Club was, however, instrumental in its establishment and in obtaining grants from the private sector to help underwrite the costs of its operations.

Operationally, the 3,800 BPW Clubs vary greatly both in size and in extensiveness of Programs and projects. Size of local BPW Clubs varies from a minimum of ten to more than 300 members in a single Club. The smaller Clubs not only have no formal office space but, in addition, may not even have a local telephone number listed in the directory. Thus, educators in many communities will find it necessary to contact their State BPW Federation in order to make contact with BPW members serving their locality.

The total BPW scope of interest is political, educational, and civic. It operates as a non-profit, non-partisan organization. Among its most notable past and current accomplishments are its efforts aimed at: (a) providing leadership for ERA passage and ratification; (b) creation of National Business Women's Week; (c) sponsorship of the Congress of Community Career Women; (d) sponsorship of the State Commissions on the Status of Women; (e) support of legislation for equal pay for equal work, equal employees benefits, equality under the Civil Service regulations: (f) establishment and operation of numerous kinds of scholarships, fellowships, and grants for women; and (g) operation of management seminars for women and men open to both members and to non-members of BPW. The BPW record is one of systematic follow-through on any leadership efforts adopted by the Federation. Local BPW Clubs pay a great deal of attention to priorities for action established each year by the National Federation. These priorities are partially outgrowths of

resolutions voted by BPW delegates from clubs and States to the national annual convention of the Federation. In addition, programming priorities grow out of the theme and topics presented by the National Planning Committee each year.

BPW National Programs Directly Related To Career Education

Over the years, BPW has originated and carried out a number of national program efforts directly related to career education. Only the largest and most visible will be described here as implemented by the Foundation and by the Federation.

The single most obvious program is represented by the BPW Career Advancement Scholarships administered by the Foundation. As previously noted members, on the average, contribute more than $1 each per year to support this highly visible scholarships program and other activities of the Foundation. This amounts to a total of approximately $180,000 per year which is more than matched by grants from industries–thus providing a total of approximately $470,000 for activities of the Foundation.

There are four major program functions of the Foundation. The first is the research and education function. This involves operation of the Lena Lake Forrest fellowships to doctoral or postdoctoral scholars for research in educational, economic, political, legal, social, or psychological factors affecting business and professional women. One or more such fellowships, ranging in size from $500 to $3000, is awarded annually by the Foundation. The research and education function also involves sponsoring and operating a Research Fellow program for graduate students interested in the same generic kinds of activities as provided under the larger fellowship program. One activity sure to be of special interest to career educators was establishment and development, in cooperation with the American Personnel and Guidance Association, of a "Career Awareness Project" (CAP). This effort resulted in development of a complete set of career awareness kits for use at the elementary school level. While the CAP materials are now fully developed, CAP, as a local Club activity, has to date, not been widely implemented at the local level. Reasons for this, according to seminar participants, involved a combination of lack of interest and/or readiness on the part of both educators and members. The Career Awareness Project certainly is one excellent prior effort that stands ready for use in any community where BPW becomes actively involved in career education.

A second major Foundation Program involves operation of a library and information center containing a core collection of books, journals, manuscripts, audio tapes, and materials related to women at work. This very active center

provides public reference and referral services to businesses, researchers, and other interested persons. To date, very few educators operating school career education efforts have apparently sought to utilize this center as a career education resource. Those many educators who currently complain that they simply cannot find extensive information on women in non-traditional careers would do well to make contact with this center.

Third, the Foundation operates a very active scholarship and loan program for women. More than $180,000 annually is awarded for "career advancement scholarships" limited to mature women 25 years or older. In addition to these scholarships, an extensive loan program is maintained for women interested in pursuing studies in business and/or engineering. Part of this scholarship effort is devoted to the Sally Butler International Scholarship for Latin American women enabling them to pursue graduate studies in the United States aimed at equipping them to return to their native countries with needed career skills.

Finally, the Foundation has, for some time, sponsored and conducted a series of seminars providing management training both to women and men. Led by nationally prominent experts, these seminars are conducted annually in a number of locations across the Nation.

Under the direct auspices of the Federation, a major BPW national program available for use in local BPW Clubs is the *Nike Program.* This is a program aimed at providing career awareness, over the entire occupational spectrum to both boys and girls at the high school level. Sponsored by a local BPW Club, a Nike Club operates within the school's regular *club* programs. BPW members engaged in Nike operations donate their time to meet with students in the school setting to talk about such things as careers and occupational information and other activities to demonstrate what the work world is like. In the process, of course, they serve as role models for women in non-traditional careers in many instances. Both boys and girls are eligible to join the Nike Program, and special advantages are afforded them in the form of invitations to attend regular local and State BPW Club programs in addition to BPW youth-and-career programs especially designed for them. At present, there are about 100 Nike Clubs operating in various high schools across the Nation. It is a perfect example of the kind of already established BPW effort that could be rapidly expanded provided a greater interest were to be exhibited in career education on the part of local BPW members and in BPW as a resource on the part of educators now involved in career education. The mechanism and program are in existence. It stands as a tremendous resource for collaboration in career education that is simply waiting to be used.

Those educators expressing an interest in Nike Club programs must do so keeping other related existing youth club programs in mind. The currently

existing youth club that is typically seen as most analogous to Nike is the Future Business Leaders Association (FBLA) that operates, along with such related clubs as the Distributive Education Clubs of America (DECA), the Future Farmers of America (FFA), and the Vocational-Industrial Clubs of America (VICA) as specific clubs associated with specific programs of vocational education at the secondary school level. Unlike FBLA–or any of these other *vocational* student youth clubs–Nike does not operate primarily from the standpoint of only one major cluster of occupations. Instead, the Nike Club Program operation is purposely designed to provide students with a broad range of career awareness opportunities covering the entire occupational structure. A second difference is found in the fact that, while the typical vocational education sponsored youth clubs operate as a supplementary activity to organized classroom instruction, the Nike Club program demands no formal course operation as a prerequisite nor as a necessary counterpart. Unfortunately, seminar participants reported that, in some communities, the establishment and growth of a local Nike Club has been hampered by those who see it as a competitor to these already existing student vocational clubs sponsored through vocational education. To whatever extent this occurs, it is, of course, counterproductive to implementation of the career education concept. In career education, we need to view all of these efforts as complementary, rather than competitive, in nature. From a theoretical standpoint, the concept of the individual vocational youth club that concentrates attention primarily on only one segment of the occupational society is less desirable than the broader emphasis of Nike Clubs. This, of course, is not to deny nor to downplay the tremendous contributions such specific vocational student clubs have, and continue to make, to the total career education effort.

For those educators who consider the addition of another club to be unfeasible, the local BPW membership constitutes a resource for less structured efforts such as speakers, career days, plant and office visits, role models, school library contributions, and advisors on sex stereotyping in employment. In accordance with the BPW theme of early involvement of young people with workers in many different occupations, under recent changes in BPW membership requirements, women students in college or any post-secondary training are now eligible for full membership in BPW.

In 1963, BPW launched, on a national basis, the "Young Career Women's Program." Starting at the local BPW Club level, each club picks, as a nominee, a young woman who may or may not be a BPW member. The BPW national guidelines call for all nominees to be: (a) between 21-30 years old; (b) employed full-time for at least one year (accumulative); (c) possessing a demonstrated successful work record; and (d) possessing a significant record of community service. Local BPW Club nominees go through BPW district competition, then on to State competition, and finally to the National BPW

Convention. In each State, there is a State YOUNG CAREER WOMAN OF THE YEAR whose accomplishments are widely publicized. There is no competition at the national level, however; the BPW procedure creates recognition of all 53 State winners at the national convention. This is obviously a very effective way of promoting BPW goals while providing motivation to all young career women to produce at a level that will enable them to compete successfully in this prestigious event and in the work world.

Several years ago, BPW was instrumental in pushing for establishment and operation of a national talent bank for womanpower search. The idea was to identify qualified women in a wide variety of occupations and to assist them in job placement leading to lateral and/or upward career moves, particularly in government positions. Because of lack of funds and the enormous staff time required to maintain up-to-the-minute currency of data, the accumulated data bank of talent is no longer being kept up to date. The data still exists and could, with some effort, be updated and the entire program could once again become active. While the possibilities inherent in this idea and the recognized need for such a comprehensive national talent bank is recognized here, it does not seem advisable to speculate now on the means–staff, grant monies, computerization–which could make it operational again.

The BPW "Youth Conference" is a program activity suggested for use at the local BPW Club level by the Federation. These are typically one-day meetings held for high school and college age young women and men. In addition to acquainting participants with BPW, such conferences cover topics such as: (a) the free enterprise system; (b) career advancement problems; (c) community involvement; (d) practical politics; and (e) moral and ethical values. Hundreds of these "youth conferences" have been sponsored and conducted by local BPW Clubs over the last several years. Nominations of youth to attend such conferences are sought from educational institutions as well as from such groups as Optimists, Kiwanis, and other groups. The Federation has prepared a 10-page "how to do it" kit for use by local BPW Clubs interested in sponsoring these youth conferences. Again, this represents an already existing BPW program holding great implications for career education, but one that, to date, has not been utilized very effectively by most educators interested in career education. While many BPW Clubs continue to conduct such conferences, there exists, at present, no major national push from the Federation urging that this be a top priority activity.

Examples of Local BPW Club Activities In Career Education

In addition to activities undertaken by local BPW Clubs in response to urgings from the Federation to support national programs as described above, a very great number of local BPW clubs have initiated career education-related

activities on their own. Selected examples of such activities will be reported here as given by seminar participants. Prior to doing so, readers should keep in mind that, when one thinks of an individual BPW Club member engaging in career education–or any other kind of service activity–it demands adding donations of a commodity very scarce for many BPW members–namely, *time.* Remember, almost without exception, BPW members are persons employed full-time in the occupational Society. In addition to their career duties and responsibilities, many are married and have home/family responsibilities as well. Moreover, as BPW members, each is asked to contribute a substantial portion of available time to the "women helping women" emphasis of BPW. Right now, this means, in most local BPW Clubs (but not in all, according to seminar participants) a major emphasis on ERA work and other legislative matters. Thus, simply from the standpoint of time, let alone interest, it is impractical to think that all BPW Club members will have very great opportunities to engage in career education related activities. Nonetheless, in spite of these restrictions, many have done so.

In Honolulu, the local BPW Club donated funds required for K-3 pupils in the school system to produce a film entitled "A Day At The Kindergarten" which, with the assistance of BPW members, raised with these youngsters awareness of sex stereotyping as a serious social condition. This same club has also engaged in such activities as providing local scholarships for "displaced homemakers" for use in acquiring specific vocational skills and in helping women job seekers learn how to fill out job application forms, to prepare resumes, and to prepare for the employment interview.

The BPW Club in Leeds, Alabama, is engaged in a campaign aimed at donating subscriptions to the NATIONAL BUSINESS WOMEN–the official BPW Journal–to local high school libraries. Each issue of this journal contains a great deal of pertinent information regarding careers for women and problems associated with sex stereotyping. This is a direct contribution of career education related materials to school systems.

In High Point, North Carolina, the local BPW Club serves as a referral resource for mid-career change women. Such women are encouraged to make contact with the local Chamber of Commerce and the Chamber, in turn, refers them to existing community agencies–including BPW–for help. This arrangement works well, in part, because many BPW members are also members of the local Chamber of Commerce. Here, the BPW Nike Club, in addition to providing members as resource persons for high school students, also undertook a campaign aimed at identifying and recruiting other persons from the business/labor/industry community to serve in the Nike effort.

Other participants reported difficulties when, as representatives of a local BPW Club, they approached school officials in an effort to work together. Seminar participants agreed that they have often experienced such difficulties, but they disagreed with respect to reasons for them. For example, one local BPW Club approached a school system with a request to put up posters calling student attention to the ERA issue—and found it took six months before such permission was officially granted by the local school board. Similarly, when another BPW Club asked permission to discuss the ERA issue at a faculty meeting, they experienced a delay of one full year prior to that permission being granted.

Some seminar participants saw the basic reason behind such actions as lying in the natural reluctance of many school systems to let any kind of community organization into the schools. This, they reported, was often expressed to them as "if you let one organization in, how can I justify keeping others out?" Other participants voiced an opinion that, in actuality, it was more a matter of resisting letting women's organizations into the school system than it was the generic notion of working with community groups. They pointed to the fact that most high schools have male principals and many such persons seem reluctant to recognize, let alone work with, women's groups. Still others saw such resistance stemming from the particular approach taken by some BPW Clubs. They pointed out that, when a "We want to work with you to help youth" approach is taken, resistance is minimal. On the other hand, when a "we want to start cleaning up the mess you have created" approach is used, resistance is naturally strong.

In general, participants seemed to agree that it is a combination of reasons, rather than any single reason, that have prevented local BPW Clubs from interacting more actively in school system career education efforts up to now. This combination of reasons includes such things as: (a) local BPW Clubs have many things to do and little time in which to do them, and they cannot afford to take time to "sell" themselves in settings where they are resisted; (b) career education has not yet become a high priority in the BPW structure. Thus, it is unreasonable to expect many local BPW Clubs to be moving in this direction; (c) the career education concept has yet to be accepted by many school systems. Until and unless it becomes a priority for the local school board, there is no good reason why BPW should seek to participate; (d) some school systems, while willing to utilize BPW services, have refused to make BPW a full partner in a career education effort. Unless BPW expertise is used in helping to formulate policy decisions for career education, there is little point in very active participation; and (e) some school systems, being male dominated at the decisionmaking levels, resist any representatives from the women's movement. For very practical reasons, a natural reluctance arises among BPW members to

work with those who totally fail to regard reduction of sex stereotyping as one of their priorities.

Potential of BPW As A Collaborative Partner In Career Education: Thoughts of Participants

The participants in this seminar were, by and large, career education enthusiasts. While they were leaders from BPW, they were, in no way, representing the BPW organization per se nor were they any kind of "random sample" of the BPW membership. Throughout the two days of the seminar, they generated a number of ideas regarding possible ways in which BPW Clubs, at the local level, could more effectively and actively participate in a broad community-wide career education effort. Whether any of these ideas are converted into practice in any community will be a function both of the local BPW membership and aggressive, positive actions to be taken by educators interested in career education. Both must accept responsibility for considering and acting on the suggestions described in this section.

1. *A local BPW Club could study career education and make decisions regarding the extent to which this will become a BPW priority.* If this is to be done, local educators interested in career education must be willing to provide materials and assistance in the BPW study effort. Without the active encouragement of educators, this suggestion is not likely to be followed by many local BPW Clubs.

2. *Those BPW Clubs committed to career education could influence other community groups to become involved.* Many BPW members belong to other influential community groups such as their local Chamber of Commerce. Many BPW Club members now serve on school boards and/or, as parents, have direct contacts with school boards. The contacts BPW members have with other women's groups could be used to generate further community resources for career education.

3. *BPW Clubs could easily extend their Nike Club operations at the high school level.* While, to date, operation of typical Nike Clubs has not usually included career exploration field trips into the broader community, this element could easily be added to a Nike Club effort. The guidelines for establishment and operation of Nike Clubs, as part of the high school's regular club program, are well established and available to any local BPW Club. If, instead of seeking to establish and operate such clubs through the business education department of the high school (which is the most common practice at the present time), such clubs

were established through the school system's career education coordinator, it is possible that the Nike Club concept could become more attractive to both boys and girls while, at the same time, avoiding the artificial competition that currently exists between Nike Clubs and FBLA Clubs in many local settings.

4. *The BPW Career Awareness Project materials could become an integral part of a K-6 career education effort.* The Career Awareness Project (CAP) of BPW consists of a set of carefully developed materials prepared by BPW with the joint professional assistance of the American Personnel and Guidance Association. These materials are consistent with what is known about career development. They are also free of sex stereotyping bias. They are readily available to local BPW Clubs from the BPW Foundation Headquarters. If local BPW Clubs were to devote time to studying these materials, they could then proceed to work with elementary school teachers in devising ways of infusing them into the teaching/learning process at the K-6 level. What has been missing is: (a) knowledge regarding CAP on the part of local BPW Clubs; and (b) a receptivity, on the part of K-6 educators, to utilizing the CAP materials in career education. Both of these "missing links" could be supplied.

5. *BPW members could volunteer to serve as resource persons for K-6 career education efforts.* The BPW membership represents a rich reservoir of concrete examples of women in non-traditional roles. This membership also represents a variety of kinds of "success models" that can be used to help fight the sex stereotyping battle in the early elementary school grades—where this effort *must* begin.

6. *BPW members could provide consultative assistance to school systems interested in reducing sex bias in their career education and career guidance materials.* If not possible at the local level, this could at least be done at the State level through working relationships established between State BPW organizations and State coordinators of career education. The most commonly used career education materials could easily be studied and recommendations for changes in them made.

7. *Local BPW Clubs could undertake projects aimed at supplying school career education efforts with materials free of sex bias.* A local BPW Club could easily donate, say, $100 worth of such materials to the school library. BPW commissioned Caroline Bird to write a book, on women in America's economic history, *Enterprising Women,* which could certainly be included among those materials donated to the school system's career education effort by BPW. It may be more immediately productive, at the local level, for a BPW Club to make sure sex bias free

materials are made available to the school system than to engage in a long study to eliminate sex biased materials from the current school system.

8. *BPW members could influence the businesses and industries for whom they work to participate more actively in community career education efforts.* The private sector already does provide substantial support to the BPW Foundation on an annual basis. The corporate structure is interested in youth. If a youth emphasis were to be added as a priority at the local BPW Club level, business and industrial organizations could be encouraged, by BPW members, to increase their contributions to the BPW Foundation as part of their broader efforts to help youth in the career decisionmaking process. It is entirely possible that, if BPW adopted a pronounced youth priority, corporate donations might be obtained sufficient to employ one BPW youth specialist at the State level in every State government.

In general, seminar participants seemed to agree that the key condition that must exist in order for any of these ideas to be translated into common practice must be adoption of some kind of career education priority in the BPW Federation programming. During the miniconference, participants prepared a draft of a resolution for presentation at the 1978 National BPW Convention urging such action. It can be reported here that a version of that resolution *was,* in fact, adopted by the National BPW Federation at their national convention held in July, 1978. (See Appendix C.) A beginning *has* been made.

Personal Observations

As I listened to these seminar participants and reflected on the thoughts they expressed, I became increasingly convinced that BPW represents a potentially very valuable community resource for implementing career education. As a final section of this monograph, then, I would like to offer some personal opinions over and beyond those expressed by seminar participants and reported in the main body of this monograph.

First, it seems to me that, prior to considering career education as a priority, it will be necessary for BPW to consider the extent to which they wish to make "youth" one of their priorities. While, to be sure, BPW was not established to operate as a service club, it is clear that, at the local level, BPW clubs engage in a variety of service activities. With the number of young women entering the occupational society currently continuing to increase at a rapid rate, it would seem that a BPW youth emphasis might have, as a valuable side benefit, possibilities of attracting many more young women to BPW

membership. This would be one way of answering the "what's in it for us?" question for BPW members.

Second, with respect to career education in particular, there would seem to be great benefits possible for local BPW clubs who become active partners in career education. One such benefit is seen in career education's efforts to reduce stereotyping–including sex stereotyping–as deterrants to full freedom of educational and career choice. It would seem that BPW members would have something to gain by supporting efforts such as career education that have much in common with their own goals. A further BPW benefit seems apparent in that BPW, unlike some other women's organizations, is organized and does operate with a "careers" emphasis. Young women today are faced with multiple opportunities for affiliating with a number of different kinds of women's organizations. Again, we can see a basis for answering the "what's in it for us?" question.

Third, in the case of BPW, it seems especially important to me that the school system be willing, anxious, and actively involved in seeking to bring BPW into the total community collaborative career education effort. BPW is not an organization looking for something to do–they already have more things to do than their busy members can find time to do. They have, in the past, been ignored or rejected by some school systems with whom they have tried to work. They simply do not have either the time–nor the need–to engage in an active "selling" effort aimed at working more closely with school systems. If school systems want to involve BPW, the school system must, it seems to me, by willing to take the initiative and to make clear the multiple ways in which BPW members can make positive contributions to the career education effort. Where, in the past, some educators have made it difficult for BPW members to work with school systems, the career education personnel in schools must turn this around and make it easy and attractive to BPW members. Unless educators actively seek out BPW members and enlist their support and participation, I have a feeling that most BPW members will be too busy to push actively toward career education efforts on their own.

Fourth, BPW Clubs, in almost every community where they exist, are highly respected–and respectable–community organizations. Their members are not extremists or radicals. Instead, they are serious, practical, experienced persons who know what they are talking about when they speak about sex stereotyping in the occupational society and, in general, what it's like in the world of work. They have, and are, experiencing the effects of sterotyping in terms of their own careers. In addition to serving as a very rich resource of expertise for school system career education efforts, BPW has the added potential of positively influencing other important community organizations to participate in career education. They have earned their reputation as a "can do" and a "will do" organization.

Fifth, because of the relatively small size of BPW Clubs in many communities and their actual non-existance in others, it seems to be essential that educators interested in involving BPW in career education make contacts with State BPW Federations. Names and addresses of persons with whom contact should be made can be obtained by writing to the National Federation at the address given earlier in this monograph. The BPW influence can–and should–be felt even in communities where no local BPW club exists.

Sixth, it seems to me that one of the most important kinds of career education activities in which local BPW Clubs could engage would be career education efforts aimed at women faced with problems of mid-career change. School system career education personnel, while admittedly not expert in this area, could, in many communities, provide some assistance to BPW Clubs who undertake such an effort. The point is, if local K-12 school systems are to work with local BPW Clubs, consideration should be given to ways in which the BPW career education efforts that extend beyond the K-12 school system could be assisted through the actions of educators.

Finally, I would hope that the general BPW emphasis on "women helping women" and their specific current Number 1 Priority on ERA will, in no instance, discourage any educator interested in career education from working actively with BPW. We all know some committed educators involved in career education who, for various philosophical reasons, find themselves generally opposed to ERA. While I find this difficult to understand, I know it exists and I can continue to respect those with such feelings. On the other hand, any person who pretends to be committed to career education and who, as a bedrock part of that commitment, is not dedicated to expanding educational and occupational opportunities for women to the fullest extent possible is not, in my opinion, a real "career education crusader." One of the reasons BPW supports ERA is its potential uniform legal base for increasing career and educational opportunities for women. In this sense, the goals of BPW and of career education, it seems to me, are entirely congruent. No educator therefore can logically resist working with BPW simply because BPW has taken a leadership role in supporting the passage and ratification of the Equal Rights Amendment.

The National Federation of Business and Professional Women's Clubs deserves better treatment and more positive expressions of interest than it has received, to date, from many K-12 school systems. The career education movement is a natural vehicle for use in bringing about closer relationships between BPW and school systems that hold positive potential for enhancing the objectives of both. It is past time that BPW became a recognized and respected partner in the total career education effort. I sincerely hope that this monograph makes some contribution to making this a reality.

APPENDIX A

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APPENDIX B

Issues Raised by Participants

1. How to interest BPW members in working with youth.
2. How can BPW contribute to career education for adults?
3. Relationships of BPW with FLBA.
4. How can BPW best work at the K-12 level?
5. What is the potential of BPW for career development of liberal arts college students?
6. Does BPW have a role to play at the K-8 level?
7. Role of NIKE clubs in career education for secondary school students.
8. Career Advancement Scholarship Committee of BPW–career education implications?
9. BPW Foundation and career education.
10. How can BPW best contribute to increasing community understanding of and support for career education?
11. How can BPW best work with school counselors?
12. How can the BPW Young Career Women's Program be used for career education?
13. Where does career education emphasis fit into the priorities of BPW?
14. How can BPW best participate in small business entrepreneurial efforts?
15. How can BPW members take advantage of their multiple memberships in community organizations to effect a coordinated community career education effort?
16. How can BPW contribute to inservice education for K-6 teachers?
17. How can BPW best influence its members who are teachers to participate in career education?
18. Why did BPW Career Awareness Program (CAP) fail to expand and how can it be revived?
19. How do we get teachers involved in more community organizations?

APPENDIX C

Adopted

National Convention
July 25, 1978
San Juan, Puerto Rico

NATIONAL FEDERATION OF BUSINESS AND PROFESSIONAL WOMEN'S CLUBS, INC.

RESOLUTION #5: CAREER EDUCATION CONCEPT

WHEREAS, The National Federation of Business and Professional Women's Clubs is faced with a great need to expand its efforts through an active campaign to recruit members from the increasing number of young women entering the labor force; and

WHEREAS, A logical way to accomplish this objective is through adoption of a youth emphasis in implementing programming; and

WHEREAS, The National Federation has through the years developed youth programs of proven significance, including Nike, Samothrace, Young Career Women, etc.; and

WHEREAS, The Career Education movement has emerged in recent years with goals of career development of women including reduction of sex stereotyping as a major emphasis; and

WHEREAS, The Career Education Concept calls for community involvement of organizations interested and contributing to youth career awareness, exploration, and career decisionmaking efforts; therefore, be it

RESOLVED, That the National Federation endorse the Career Education Concept and embark on a national campaign to make its youth programs known to career education practitioners; and be it further

RESOLVED, That the National Federation of Business and Professional Women's Clubs seek ways of becoming active participants in the total community, state and national career education efforts.

GPO 933-837